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ABSTRACT

An evaluation was made of a pilot three week graduate seminar in community development offered at Syracuse University in 1970 as part of the graduate program in adult education. It also tested Robert Stake's Countenance Model, a typology or framework involving the concepts of adult education program rationale, inputs, transactions in the learning process, and outcomes. As the work progressed, the Stake model was applied. Data were drawn from daily student recorder notes, a summary questionnaire, required term papers, interviews and conversations with students, and such theoretical sources as Mouly's "The Science of Educational Research," Stake's "The Countenance of Educational Evaluation," and an Alan Knox chapter in Shaw's "Administration of Continuing Education." The most successful data collecting instrument was the series of daily notes, designed to provide practice in "Action Research" and to provide feedback for modifying subsequent presentations. The Stake model proved to be a useful organizing principle, but the questionnaire needs to be refined through continuous use. Explicit statement of teacher expectations, plus some ongoing supervision, seems desirable; and independent verification of goal achievement might be attempted by formal test procedures. (LY)

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EVALUATION AS A NON-SACRED COW:

A "Practical" and "Feasible" Adult Education Improvement Method

by Doris S. Chertow, Editor

1. Objectives of the inquiry

   a.) To describe a "practical and feasible" curriculum evaluation method used for a course in Community Development.

   b.) To operationalize the Stake model in a course for adults

2. Design, methods, techniques

   a) The study began as an exercise in action research by the students or "on the spot research .... undertaken as a guide to action in relation to specific problems."

   b) As the work progressed the instructor, who was also the evaluator, adapted Stake's concepts of rationale, inputs, transactions, and outcome as an organizing principle.

3. Data sources

   a) Daily recorder notes taken by students
   b) Instructor's summative questionnaire mailed to students.
   c) Descriptions and judgements furnished by students in interviews and conversations.
   d) Required term papers
   e) Theoretical material from sources such as George Mouly, "The Science of Educational Research," Robert E. Stake, "The Countenance of Educational Evaluation," Alan Knox, "Continuous Program Evaluation," (in Shaw's "Administration of Continuing Education.")

4. Conclusion

   a) The most successful data-collecting instrument used for the report consisted of daily student recorder notes, designed to provide practice in "action research" and to serve the instructor as feedback to modify subsequent presentations.

   b) In designing an evaluation framework, Stake's concept of rationale, inputs, transactions, and outcome furnish a useful organizing principle.

   c) Limitations of the hastily developed questionnaire were immediately apparent from the returns. Goals should be clearly enumerated at the semester's beginning, then restated and checked one by one in a summative questionnaire whose continued reuse will result in its refinement as an instrument.

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d) To produce better quality term papers, explicit statement of teacher expectations plus some measure of ongoing supervision is desirable.

e) Independent verification of goal achievement might be attempted by formal test procedures. More elusive ends, such as motivation provided for active participation in class discussions and community work, could not be so tested. Most evasive of measurement would be the unique class climate which stimulates dedication and desire for continued and independent learning.

5. Scientific and educational importance of the study

a) The paper illustrates for the busy instructor how simple instruments can be utilized to develop an evaluation method that is practical and feasible.

b) The exercise illustrates how the Stake Countenance Model can be operationalized in a course for adults.

- ERIC -

EVALUATION AS A NON-SACRED COW:
A "Practical" and "Feasible" Adult Education Improvement Method

This paper describes a somewhat unsophisticated effort at curriculum evaluation of a pilot three-week graduate seminar in Community Development, offered as part of the Syracuse University Graduate Program in Adult Education during the summer of 1970. With those who moan that improved practice demands increased precision rather than continued crudity I lamely agree. In the busy world of reality, however, decisions must be made even if, as is mostly the case, complete information cannot be obtained. According to Malcolm Knowles, "I think that evaluation has become a much-overemphasized sacred cow. Furthermore, I think that this very overemphasis has caused an underproduction of practical, feasible, and artistic evaluation in terms of program review and improvement."[1] This exercise represents one such effort to explore an evaluation method that is at least practical and feasible. It illustrates how the Stake Countenance Model[2] can be operationalized in a course for adults.

Partial use of the Stake model represented one advanced step over what had begun as an exercise in action research, or "on-the-spot research . . . . undertaken as a guide to action in relation to specific problems . . . . "[3] And despite the limitation of such procedures, states George J. Mouly, "any movement which prompts problem-solving in educational practice is a step in the right direction. . . ."[4]

Stephen M. Corey, who adapted Kurt Lewin's concept of "action research" for the field of education, defined it as "the process by which practitioners attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions . . . . "[5] Lewin had earlier listed the spiral of steps involved in undertaking action research judged fundamental to rational social management. An overall plan based on a general idea is conceived, then a first step is executed. Through reconnaissance or fact-finding, planners evaluate the results of the action, thereby measuring the strengths and weaknesses of their weapons or techniques. This evaluation in turn serves as a basis for modifying the overall plan, setting in motion another spiral of planning, executing, and fact-finding to evaluate the second step, perhaps to modify again the overall plan, and so on in a continuing process of social evolution.[6]

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To provide practice in action research, the seven students enrolled in the Community Development seminar under review were asked to take turns acting as recorders and evaluators of class sessions. Although assignments were rotated in alphabetical order, there were at least two occasions on which students were moved to serve "out of turn" when motivated by the desire to record personal reactions. It became immediately apparent that these day by day findings and recommendations could furnish a major source of formative or ongoing evaluation, as that term is distinguished by Michael Scriven from summative or final evaluation.[7]

Although educators increasingly take pains to differentiate research from evaluation, placing the modifier "action" before "research" brings the concept close to modern definitions of "evaluation." "Decision-oriented" study, useful to the policy-maker, has been contrasted with "conclusion-oriented" study, whose "aim is to conceptualize and understand the chosen phenomenon; a particular finding is only a means to that end."[8] Writes Gene V. Glass, "Conclusion-oriented inquiry is much like what is here referred to as research; decision-oriented inquiry typifies evaluation as well as any three words can."[9]

The following sub-sections are presented in the typology developed by Robert Stake, and clarified further by Alan Knox.[10] The graduate course in Community Development will be analyzed, albeit crudely, in terms of rationale, inputs, transactions, and outcome.

LIMITATIONS

The teacher herself acted as evaluation designer and administrator, limiting "objectivity" to that extent. She was far from expert in either educational or evaluation theory, but conducted her study as a practical person seeking ongoing guidance in her daily presentations, as well as direction for possible future offerings. Neither the students nor the course constituted representative samples of any genre.

This exercise might be called a partial evaluation, because the only descriptions and judgments available were those of the instructor and participants. Trying

to measure the curriculum against relative or absolute standards of excellence proved elusive. No tests of any kind were administered, although the term paper was to serve as rough guide to concepts learned. A summative questionnaire mailed to students at the semester's end had not been pre-tested, but was an ad hoc instrument.

RATIONALE

Syracuse University offers four plans of study for those interested in adult education at the graduate level. Students may follow a program leading to a degree in adult education, may combine individual courses into a minor area supplementing other areas of specialization, or may merely register on a non-matriculated basis. One problem in seeking to define offerings is the still unstandardized and "emerging" quality of the field. Thus, relatively few graduate courses specific to adult education are listed in the catalogue.

Community Development is a fundamental program area for those seeking to professionalize the adult education curriculum.

> No doubt one of the major developments in the field of adult education in the years ahead will be the increased use of communities as laboratories for learning and the refinement and extension of community development as a vehicle for individual and community self-improvement.[11]

Professor Harlan Copeland, charged with responsibility for the graduate program in adult education, believed that acceptance of the Community Development seminar by the School of Education curriculum committee would be facilitated if the subject matter and method of presentation were tested first on a pilot basis during the summer session. This conviction was reinforced by ease of procedure to be followed in establishing a summer session as opposed to a permanent course.

Efforts were made, at first, to institute the seminar as a work-study (workshop) in cooperation with the local Department of Urban Improvement. It was discovered that government funding of such programs could be forthcoming, if at all, only for persons already in agency employ, or about to be so employed. Also, the deadline for submission of state funding plans to the federal Department of Housing and Urban Development had already passed. Several heads of other local government

agencies, however, agreed to at least interview prospective students for part-time summer employment designed more, perhaps, to provide financial aid than relevant experience. A few employees of the agencies themselves expressed interest in enrolling in the course if it could be counted toward their Master's Program in Public Administration.

Directors of the Master of Public Administration Program were pleased to allow credit for the workshop, and a time of day for the class session was chosen in consultation with the agency representatives (2:30-5:00). But there's many a slip, as 'tis said, and press of business affairs prevented the representatives from signing for the program. When the final count was made, seven students had registered for the seminar, with no one of them available for any of the part-time job openings. Four were already employed and three were full-time students.

INPUTS

There seemed to be complete congruence between the intended and observed inputs:

Teacher: The instructor, author of this article, derived her educational background from the field of metropolitan studies. She possesses a PhD in Social Science from the Maxwell Graduate School at Syracuse University, and had been editor of Publications in Continuing Education at Syracuse University for two years.

Students: The seven students included: five in adult education; a minister of the United Church from Ontario, Canada, ready for his master's intensive examination; another Ontario resident who served as Head of the Business and Commerce Department of a local high school, already possessing a master's degree; a full-time student who was a French-Canadian dedicated to the separatist movement; an Assistant Professor and Director of Continuing Professional Education at a center of the State University, seeking a PhD; and an EdD aspirant employed as educational director and coordinator of a Regional Medical Program, as well as Director of Continuing Education for Nurses at a local hospital. One of the two MPA students hailed from Brazil, where he had been a technical advisor at the Brazilian Institute of Municipal adminstration. The other was executive director of the local TB-Respiratory Disease Association.

Materials: W.W. Biddle and L.J. Biddle's The Community Development Process plus H.B.C. Spiegel (ed.) Citizen Participation in Urban Development served as basic texts. A course outline is presented in Appendix I. Texts were acquired from the University Bookstore. The Library of Continuing Education and ERIC/AE Clearinghouse were locally situated.

Although the class met regularly at a room designed to be a Learning Center, installation of audio-visual equipment there had not yet been effected. One seminar session was held at the City-County Planning Agency, and students were encouraged to attend meetings of the City Council and Model Cities Task Force.

Administrative and support staff: The instructor also administered the program. She was able to utilize the following resource persons, who served as guest lecturers and discussion leaders: a professor from the School of Social Work; the associate director of the local Model Cities Administration; the Commissioner of the Syracuse Department of Urban Improvement; the director of an Urban Development Corporation "new town" project; and head of a local Home Owners' Association.

TRANSACTIONS

The class met two-and one-half hours per day at the Continuing Education Center of Syracuse University. The learning experience, in terms of choice of texts and topics, was almost wholly the responsibility of the teacher. Supplementary readings were recommneded, but with much leeway permitted in their choice. Class periods, originally teacher directed, changed as students became more vocal and assertive. Participatory activity other than class discussion, in the form of role-playing and force field analysis, was attempted. As a result of the group dynamic process, aided by recommendations contained in the student recorders' notes, the teacher came to view herself more and more as one of the participants, sharing in the learning experience.

Other than class discussion, two major activities were designed to develop the learners' knowledge, skills, and attitudes:

1) Students were assigned to act as recorders and evaluators of individual seminars. Besides furnishing practice in this aspect of "action research," the daily notes were used by the instructor as feedback to modify her subsequent presentations.

2) A term paper was required, to consist of a case study analysis of a community development project, derived from available literature, interviews, original research, and/or experience of the student as a participant in a project. Each paper was to be analyzed in terms of concepts learned during the seminar, with the case itself presenting an opportunity to evaluate concepts so acquired.

Learner Activity: Through the device of a written questionnaire (see Appendix II) it was determined that most students were spending at least as much time in self-directed activity at the library and with their chosen projects as in the classroom. Because of the intensive nature of the learning experience, additional time was permitted after the end of the three-week session for submission of term papers.

Teacher Activity : Time spent in guiding learner search was limited by the full schedules under which both teachers and learners operated. Those not professionally employed were students with crowded programs. Returns from the questionnaires indicated that most students were satisfied with instructor assistance in their research, but two desired greater supervision and one was noncommital.

Support Staff: The Library of Continuing Education and ERIC Clearinghouse/AE, plus Maxwell Graduate School and general University library, provided excellent reading resources. Students' employers, for the most part, demonstrated encouragement by furnishing released time, but not financial support. Only one of four employers contributed to the student's tuition, and this payment was partial. Two class members were on full scholarships.

OUTCOMES

The type of data relied upon for information about outcomes consisted chiefly of student recorder notes, a summative questionnaire, informal interviews and conversations. Four students returned the mimeographed course outline at the end of the seminar, adding marginal notes to indicate whether they believed individual books, topics, films, speakers were worthwhile. Five also volunteered additional commentary attesting to their belief that they had broadened their general education and acquired knowledge and skills of direct benefit in their chosen occupation. No formal tests were administered. Thus, a major source of data, very much approved in the Stake Countenance Model, consisted of descriptions and judgments by the class participants themselves.

"One aspect of the evaluation process is to ascertain the extent of congruence between the intended outcomes and the observed outcomes . . . . "[12] A flyer was circulated to prospective students in the workshop, in which the following aims were stated:

> "This workshop will focus on the role of the administrator and the adult educator in community development. Case study and field experience will help dramatize problems under analysis. Other aspects of the workshop will include a study of:
>
> 1) Educational and social science dimensions of the community development process
>
> 2) The many roles and skills of the developer - "encouraging" orderly community growth
>
> 3) Dynamics of planned change - decision-making concepts and processes
>
> 4) Understanding and applying the principles of action research to community problems"

The mimeographed prospectus, distributed to all course participants, contained this statement about the term paper:

> Term Paper - due within reasonable time period after formal seminars end. To consist of a case study analysis of a community development project, derived from available literature, interviews, original research, and/or experience of the student as a participant in a project.

Further clarification of the paper's content was attempted during class session and in personal consultation. The instructor stated that the report was to demonstrate the students' understanding and application of concepts learned during the semester. To assist in outline planning, definitions of "driving" and "restraining" forces were given in class. A simple taxonomy based on these definitions, prepared by the National Training Laboratories, was distributed to each student. The outline was called "The Nature of Community," with space provided for such listings as: "In my work when we use the term community we mean . . . , " "forces that tend to help me get my work done," "seem to get in my way," etc. Students were advised that their reports could be drawn within this suggested framework or not, as they chose. The paper, however, was to furnish evidence of the writer's ability to integrate and apply concepts learned during the workshop.

The instructor judged that three of the seven papers submitted reasonably fulfilled her expectations: four fell short in various ways. Students confessed to having been pressed for time. Incomplete explanations were offered why standards set for the papers had not been fully met.

Despite the instructor's assessment that three reports could not serve as completely satisfactory proof of mastery of community theory, student comments indicated that the aim of teaching theory was the one they believed to have been most capably covered. Deficiency was noted in the area of skill development, as well as the application of decision-making concepts and processes. The instructor concluded that more participatory activity, such as the well-received role-playing and force-field analysis sessions, would help to better fulfill this goal in the future.

CONCLUSION

The paper illustrates how simple instruments can be utilized to develop an evaluation method that is practical and feasible. The most successful such data-collecting instrument used for this report consisted of daily student recorder notes, designed to provide practice in "action research" and to serve the instructor as feedback to modify her subsequent presentations. The burden of the recorder notes was that students preferred more class discussion, more participant-initiated activity, with minimum direction from the teacher.

As a practical matter, advanced time must be found for ordering texts at the bookstore and placing books in the library. Thus, more basic changes in the curriculum that students may deem desirable must await future re-offering.

In designing an evaluation framework, Stake's concepts of rationale, inputs, transactions, and outcome furnish a useful organizing principle.

It is inevitable that variables involved in determining the quality of term papers submitted for any course include differences in ability among students as well as teaching effectiveness. Nevertheless, maximum effectiveness demands more explicit statement of what such a paper is to demonstrate than appeared in the course outline or was communicated to the students verbally. Ongoing research supervision would also be an obvious means of improving report and teaching quality.

Limitations of the hastily developed questionnaire were immediately apparent from the returns. Goals should be clearly enumerated at the semester's beginning, then restated, and checked one by one in a summative questionnaire. Continued use of such a questionnaire will result in its refinement as an instrument. The instructor is then called on to assess whether goals need modification or restatement. If it appears that some objectives should be dropped to facilitate closer attainment of others, then values must be designated and priorities assigned.

"Investigations indicating the importance of intrinsic motivation for useful learning suggest rather forcefully," states Stephen M. Corey, "that pupils should be much more actively involved in planning and evaluating their own education than they now are."[13] Educational findings increasingly confirm the validity of this observation. Student recorder notes, as previously stated, constitute viable instruments for ongoing planning and evaluation. Together with an atmosphere which encourages free-flowing and verbal expression, such devices can contribute to the motivation essential to useful learning.

Independent verification of goal achievement might be attempted by formal test procedures. More elusive ends, such as motivation provided for active participation in class discussions and community work, could not be so tested. Most evasive of measurement would be the unique class climate which stimulates dedication and desire for continued and independent learning.

Footnotes

1. Malcolm S. Knowles, The Modern Practice of Adult Education (New York: Association Press, 1970), p. 219.

2. Robert E. Stake, "The Countenance of Educational Evaluation," Teachers College Record (April, 1967), pp. 523-540.

3. George J. Mouly, The Science of Educational Research (New York: Van Nostrand Reinhold Company, 1970), p. 397.

4. Ibid., p. 401.

5. Stephen M. Corey, Action Research to Improve School Practices (New York: Teachers College, Columbia University, 1953), p. 60.

6. Kurt Lewin, Resolving Social Conflict (New York: Harper and Row, 1948), p. 205.

7. Michael Scriven, "The Methodology of Evaluation," in Changing Concepts of Educational Evaluation, Ralph Tyl er, Ed., AERA Monograph Series on Curriculum Evaluation, Vol. I (Chicago: Rand McNally and Company, 1967), pps. 42, 43.

8. Research for Tomorrow's Schools: Disciplined Inquiry for Education, L.J. Cronbach and P. Suppes, eds. (Toronto: MacMillan Co., 1969), pps. 20-21.

9. Gene V. Glass, "The Growth of Evaluation Methodology," AERC Evaluation Workshop Notebook, 1969 (Mimeographed), p. 11. To be published as part of AERA Monograph Series on Curriculum Evaluation (Chicago: Rand McNally and Company, 1971).

10. Alan B. Knox, "Continuous Program Evaluation," in Administration of Continuing Education, Nathan C. Shaw, ed. (Washington, D.C.: National Association for Public School Education, 1969), pp. 368-391.

11. Knowles, p. 156.

12. Knox, p. 380.

13. Corey, p. 11.

Appendix I

WORKSHOP IN COMMUNITY DEVELOPMENT
June 29 - July 17, 1970 - Mrs. Chertow

1) Students will be expected to schedule individual conferences with the instructor early in the semester to enable backgrounds to be evaluated and expectations for the course analyzed.

2) Students will take turns serving as recorders and evaluators of seminar sessions. A general assessment will be made at the close of the semester.

3) Term Paper - due within reasonable time period after formal seminars end. To consist of a case study analysis of a community development project, derived from avaliable literature, interviews, original research, and/or experience of the student as a participant in a project.

Texts:

1) W.W. Biddle and L.J. Biddle, The Community Development Process
2) Case Study - The Case of the Blighted City
3) H.B.C. Spiegel, ed. Citizen Participation in Urban Development
   Vol. I - Concepts and Issues
   Vol. II - Cases and Programs (Optional)
4) Training in Community Development - Readings
5) Proposed Total Community Plan for Greater Baldwinsville

Supplementary Readings available at Library of Continuing Education, 107 Roney Lane

1) Biddle and Biddle, Encouraging Community Development
2) G.J.M. Beal, Leadership and Dynamic Group Action
3) Evaluating the War on Poverty. Annals of American Academy of Political & Social Science, September 1969. esp. pp. 1-40.
4) Improving the Quality of Urban Life - Model Cities Guidebook
5) Kriesberg, Louis, Mothers in Poverty
6) Kurt Lewin, Resolving Social Conflicts
7) G. Lippit, The Dynamics of Planned Change
8) Pickett, Robert, The Genesis of the Community Action Center (Xerox)
9) Marris, Peter, and Rein, Martin, Dilemmas of Social Reform
10) Urban Development Corporation, Annual Report and Information Kit
11) R.L. Warren, The Community in America
12) R.L. Warren, "Community Theory & Community Development." (Xerox)

Supplementary Readings Available at Maxwell Library

1) Fieden, and Morris, eds. Urban Planning and Social Policy
   Chapter 3 - Social and Physical Planning for the Elimination of Urban Poverty by H.J. Gans.
   Chapter 4 - Some Social Functions of the Urban Slum
   Chapter 12 - Up From Apathy: The Woodlawn Experiment
2) Kaufman, Herbert. "Administrative Decentralization and Political Power." in PAR, January/February, 1969. pp. 3-15.

3) Kriesberg, Louis, Fatherless Families
4) Kristol, Irving, "Decentralization for What?" Public Interest, Spring, 1968. pp. 17-25.
5) Marris and Rein, Dilemmas of Social Reform
6) Moynihan, Daniel P. "What is Community Action?" in Public Interest, 5 (Fall 1966) pp. 3-8.
7) _____, Maximum Feasible Misunderstanding. New York: The Free Press, 1969.

First Week

Monday, June 29 - Community Development as an Educational Process
Readings - Biddle - Chapters 4-6, pp. 58-107.

Tuesday, June 30 - Beyond the Basic Nucleus
Readings - Biddle - Chapters 7-9, pp. 108-159.

Wednesday, July 1 - The Metropolitan Scene
Readings - Biddle - Chapter 3 - An Urban Project, pp. 34-57.
Chapter 11 - The Metropolitan Scene, pp. 175-202.

Thursday, July 2 - The Anti- Poverty Program
Guest Discussion Leader - Professor Max Casper - Syracuse University School of Social Work.
Readings - Spiegel, Vol. I, Sect. III - pp. 75-77, 123-145
Pickett, Genesis of the Community Action Center (xerox) in LCE

Supplementary readings for first week:
Warren, The Community in America, Chapters 1-3
Lewin - Chapters 4, 5, 13
Marris and Rein - Chapters I-IV

Second Week

Monday, July 6 - Community Development as Related to the Field of Social Science
Readings - Biddle - Chapters 12-15, pp. 203-258.
Meeting, City Council

Tuesday, July 7 - Encouraging Community Development - The Urban Renewal Program
Readings - Biddle - Chapter 16 - The Encourager - pp. 259-277
Case Study - The Case of the Blighted City
Movie - The City: Heaven and Hell

Wednesday, July 8 - Housing and Urban Renewal
Readings - Spiegel - Vol. I - Section II - pp. 21-71, Section III - pp. 113-122.
Movie - Tenement

Thursday, July 9 - The Model Cities Program
Guest Discussion Leader - Mr. Reginald Gary, Director, Model Cities Association
Readings - Improving the Quality of Urban Life - Model Cities Guidebook (in LCE)
Spiegel - Vol. II, Chapter IV. - Citizen Participation in Model Cities Program - pp. 94-110.
Vol II, Chapter VII - The Role of the Planner in Urban Areas - pp. 255-273

Second Week

Friday, July 10 - Overview of Problems in Urban Development
The class will meet at the City-County Planning Agency, 300 E. Fayette St.
Guest discussion leader - Mr. David Michel, Commissioner, Syracuse Department of Urban Improvement
Reading - Spiegel, Vol. I, Sect. IV - pp. 150-205 Alinsky

Third Week

Monday, July 13 - 1) Minority Power 2) New Towns
Readings - Spiegel, Vol. II - Generating Minority Power - pp. 71-85
N.Y. State Urban Development Corp. Annual Report, plus packet
Movie - The Rise of New Towns

Tuesday, July 14 - New Towns and the Urban Development Corporation
Guest speaker - Mr. Irwin Davis - Metropolitan Development Association
Readings - 1) Training in Community Development Readings (Continuing Ed. Center)
pp. 1-7 The Inner City and the New Urban Politics
2) A Proposed Total Community Plan for Greater Baldwinsville

Wednesday, July 15 - Implications for Community Decision-Making
Movie - Cities: Dilemma in Black and White
Guest discussion leader - Mr. Chester Smith, Baldwinsville Home Owners Assoc.
Readings - Spiegel, Vol. I, Sect. V - pp. 209-240
Spiegel, Vol. II, Chapt. IX, Training for Participation, pp. 321-348

Thursday, July 16 - Community Status as a Dimension of Local Decision Making
Reading - Spiegel - Vol. I, Sect. V, pp. 241-291

Friday, July 17 - Another Look at Community Theory
Reading - Community Theory and Community Development (in LCE) by B. Warren

Appendix II

SYRACUSE UNIVERSITY

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105 RONEY LANE | SYRACUSE, NEW YORK 13210
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September 29, 1970

To each of my former students:

I am trying to complete, for publication in a professional journal, an evaluative report based on our summer seminar in Community Development. To assist in this study, would you please answer, to the best of your ability, the following questions about you learning activity during the course. I very much appreciate the more general evaluations that most of you have already submitted and will be aided further by your replies to these more specific questions.

Anonymous answers, if they will speed the search for truth, are welcome. I enclose a stamped, self-addressed envelope to encourage you to return the questionnaires at the very earliest date possible.

1) Time spent on outside reading, exclusive of term paper research. (Check one.)
   a) Eight to twelve hours per week ( )
   b) Less than eight hours per week ( )
   c) More than twelve hours per week ( )

2) Total hours spent on research and writing for term paper (approximate) (_____ Hours)

3) If currently employed, did your employer pay your tuition fee? Yes ( ) No ( )
   If yes, was it all ( ) or part ( ) (Check one.)

4) Was your course financed by a scholarship? Yes ( ) No ( )
   If yes, was it all ( ) or part ( ) (Check one.)

5) Please rate the following resources:

	Poor	Good	Very good
a) Library facilities			
b) Films			
c) Research guidance from instructor			
d) Outside help from persons other than instructor			

   Specify nature of this outside help, if any:

6) When enrolling in the course, what did you expect to learn? (Please try to describe in one sentence.)

7) After the course had ended, how did the expected learning compare with the actual?

8) Can you describe any change in your knowledge, skills, or attitude which you believe occurred ~~as a direct result of~~ having taken this course?

ERIC Clearinghouse
FEB 2 1971
on Adult Education

Cordially,

Doris Chertow

Doris Chertow, Editor

DSC:eh